



A Guidebook for Play & Assistive Technology Lending Libraries

How to
Develop, Use
and Maintain

Let's Play! Project
University at Buffalo
Buffalo, NY 14214

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A GUIDEBOOK FOR DEVELOPING, MAINTAINING AND USING A PLAY & ASSISTIVE TECHNOLOGY LENDING LIBRARY

BIRTH THROUGH TWO

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A Guide for Developing, Maintaining and Using Play & Assistive Technology Lending Libraries

Purpose of a Lending Library System

Families enrolled in Early Intervention Programs need supports and services that will assist them in helping their child lead a happy and productive life. Service providers have increasingly used assistive technology (AT) for this purpose. Devices ranging from battery-adapted switch toys and adapted spoon handles to communication aides and computer systems are making a significant difference in the lives of children with disabilities and their families. With the use of AT, children can experience more control over their environment, participate more actively in a wide array of daily activities, and are able to demonstrate what they like and what they can do independently and with others. The natural routines of families dictate what and when technology can help.

The primary activity of the young child is to play. Through play children discover the world around them and how they impact that world. When children are involved in play, they are intrinsically motivated and are active participants having fun! Children demonstrate their optimal abilities as they interact with materials and control the course of play. Children with disabilities need to experience these same play opportunities but may require supports to assist them to interact more effectively.

Assistive technology takes many forms for young children with disabilities. Adapted play materials assist children in accessing a wider variety of toys in ways that build on what they like and what they can do; positioning supports help children interact with developmentally appropriate materials; communication aids enhance social interactions of family members- making play more fun for everyone!

When AT solutions are identified which support specific family outcomes, they must be made immediately available. Because children grow and change so rapidly during their first three years, the needs of the family reflect this ongoing transformation. When the need for adapted toys or positioning equipment that will promote exploration and development is indicated for a child, the family cannot wait months for a purchase and delivery process. Appropriate

AT must be immediately available to a family on a continuous basis as their child develops.

The concept of a loan system to meet these needs is a logical solution that has been shown to be an efficient and cost effective method of providing these critical devices and services. In addition to providing items in a timely fashion, loan systems address other family issues:

- As children are rapidly growing and changing, families need information and supports to facilitate their development of the "next step".
- Research has clearly demonstrated the impact of early intervention on the development of young children; the earlier that supports are introduced and used, the better for overall growth.
- A variety of options must be presented and tried out to find out what works best. Often, low-end AT solutions may adequately address a need and be easier for the family to integrate into their natural routines than high-tech solutions.
- For many families, an opportunity to try out play materials before purchase helps them to better understand what their child likes and can successfully interact with. This information empowers the family to independently select and use appropriate toys, making shopping trips more successful.
- A wealth of information on what works and the best ways to use it can be collected from families in re-cycling projects and then shared with other families.
- Lending libraries are cost-effective for all parties involved. Families are encouraged to donate used play materials and equipment back to lending libraries for continued and enriched inventories.

Starting up a Lending Library

The majority of lending libraries begin with a stated purpose which includes long and short range goals, an identified population, trained staff and start-up funding for an adequate inventory. In fact, initial planning should include a system for ensuring ongoing funds for the continuation of the library.

In starting up a Play and Assistive Technology Lending Library, identify and contact the Early Intervention (EI) Program's administrator in your county. The library can be a coordinated service between the EI Program and separate library staff; or approved early intervention personnel can manage it as part of the service delivery system.

Initial topics for discussion with EI personnel may include:

Early Intervention Program Issues

- Identify the general focus of the library project: Assistive Technology to support families enrolled in Early Intervention Programs. *AT is to be used to support and expand opportunities to increase a child's independence and participation in daily activities.*
- Identify all AT resources, both devices and knowledgeable personnel, in the community.
- Gather pertinent resources of written information on AT.
- Explore available funding streams for library start-up.
- Discuss the need for collaboration with all EI "players" as critical for the success of the new service (families, service providers, agencies, EI administration).
- Examine how the AT selection and loan service can be provided within the current county EI service delivery system (rate, method, approved provider, loan system, etc.)
 - How AT services are stated on the IFSP for selection; method, duration, frequency. These should meet all established criteria for service delivery.
 - Visits on individual face-to-face family basis
 - Staffed by qualified personnel, as determined by the state
 - AT service on IFSP as EI reimbursable service or community (no cost) service
 - Identify a county-wide referral system to begin to give families access to the library(s)
- Establish AT service participation criteria for families:
 - Open to all families enrolled in EI Program

- Identify the number of loaned items for each session/length of loan
- Family/loanee responsibilities
- Permission forms (release of information/photo)
- Identify county awareness and referral training needs (families, service coordinators, EI providers, etc.). Discuss options for trainers and scheduling.
 - Consider the creation of information/referral brochure describing the services

Library Issues

- Identify AT inventory items and categorization of devices:
 - Play materials appropriate for all "play stages"
 - Adaptive materials
 - Specialized switches, interfaces and switch toys
 - Positioning/mobility devices
 - Communication Aids
 - AT/Play resources and catalogs for families and EI professionals
- Locate site(s) for storage and display of items
- Identify loan and tracking system; forms and database entry
 - Identify database/inventory system: fields, linked databases, etc.
 - Inventory descriptors
 - Tracking system
- Identify hours of operation: loan by family appointment only
- Determine system of notification of item availability: catalogs, website, etc.
- Establish AT item cleaning, disinfecting, and maintenance policies
- (Optional) Establish with EI administrators the AT device loan rate @ visit on IFSP; fee to cover tracking, cleaning, repairing and replacement of broken toys

Collaboration efforts with all personnel involved in the county Early Intervention Program as well as those in programs and agencies providing direct services to children and their families is critical for the success of the lending library.

Identify the AT Inventory

The type and amount of inventory items for a Play and Assistive Technology Lending Library will depend on the needs of the population and the amount of funding. It is recommended that EI professionals select the inventory.

An **Action Plan** follows to assist in identifying the activities needed for the development of a Play & Assistive Technology Lending Library. Included are activities for the setup and organization of the library, for the referral, loan, and tracking processes. Also included is a training plan to meet the needs of families, service providers and EI officials.

The AT inventory items will focus on play and AT materials for children with disabilities, ages birth through two. Play stages of these young children include the exploration of people and objects, the combination and use of flexible and multiple purpose materials, items for creative expression and pretend play, and books for early literacy and language development.

An **Action Plan Worksheet** includes an **Inventory Planning Worksheet** of specific AT items to support play. These are specific materials that will guide the selection of inventory items. The checklist is organized into several AT categories: play materials, adaptive materials, child positioning and mobility supports, and communication aids.

Also included is a resource list of vendors who can supply adapted and non-adapted play items appropriate for young children with disabilities.

Play & Assistive Technology Lending Library Action Plan

The following items are designed to help you identify what needs to be accomplished in order to provide Assistive Technology/Play Services to infants and toddlers with disabilities and their families. This list is divided into three major areas: setup, inventory organization and loan process.

LIBRARY SETUP

- _____1. Funding streams are identified. System(s) for item purchase is established.
- _____2. Site for library is identified; space includes storage and display areas for inventory.
- _____3. Lending library staff is identified.
- _____4. Staff roles are defined and assigned including _____ AT/Play inventory, loan tracking and maintenance system
- _____5. Library time schedule is identified for AT selection/loan appointments.
- _____6. A system to ensure the cleaning and maintenance of inventory items is identified by the Lending Library; disinfectant has been ordered.
- _____7. Office supplies to maintain the inventory and tracking system are purchased (i.e. file folders, file cabinet, computer database, etc.)
- _____8. Other: _____

AT/PLAY SERVICE SETUP

- _____1. Service providers to be trained for AT/Play service delivery are identified;
 - interest/needs survey designed and distributed
 - approved EI service provider backgrounds
 - willing to acquire knowledge of play needs of children with disabilities and use of AT supports
- _____2. All components of AT/Play service are defined and agreed upon
- _____3. AT/Play service provider roles are defined and assigned including
 - includes service date scheduling, family interview, intervention and follow-up (EI)

- _____4. How AT/Play service is addressed on IFSP is identified
- reimbursable EI service: method, rate, etc.; authorization #'s
 - establishment of a loan fee
 - community service (no-cost)
- _____5. Plan for notifying EIP participants about new service is in development
- training for service coordinators
 - awareness training for EI community
- _____6. Other: _____

INVENTORY ORGANIZATION

- _____1. An adequate inventory of assistive technologies is available.
- _____2. An AT inventory ordering system is in place (\$, who, what, how)
- _____3. System to identify needed Assistive Technologies exists. Care is taken to ensure a range of items supporting a variety of child play needs (see Action Plan Worksheet) is considered. All AT categories are represented.
- _____4. Adaptation materials are readily available to be used
- attachers, extenders, stabilizers, confinement aids
 - batteries, jack adapters, cables, etc.
- _____5. Catalogs of AT resources, both commercial and specialized items, are ordered and filed with additional copies for distribution.
- _____6. An inventory plan exists including:
- _____ a numbering system for each item as it is received
 - _____ labeling system is identified
 - _____ identifying staff member(s) responsible for system
 - _____ identifying the item per AT category
- _____7. Log or Database information minimally includes the following information on each AT item: item, vendor, AT category, and cost
- _____8. (Optional) Video and/or other cameras, tripods, film are available.
- _____9. Other: _____

REFERRAL/LOAN/TRACKING PROCESS

- _____1. Library Loan procedures have been established
_____ when library staff brings items to family
_____ when EI provider brings items to family to try out
- _____2. An assistive technology loan/tracking system has been identified
_____ *AT Borrowed* sheet indicates play outcome(s), AT solutions, AT selected, dates in/out, and "success level".
_____ Database (or log) is designed and used to cross-reference AT items, Families, Visits
- _____3. When items are returned, a system is in place which includes:
_____ item is checked in on the *General Library Loan Log*/ database and on the *AT Borrowed* form
_____ the item is cleaned and prepared (repaired, batteries replaced as needed, etc.) for re-loan

AT/PLAY SERVICE:

- _____1. Library membership criteria are identified and employed
_____ purpose of AT loan (family PLAY outcomes)
_____ length of loan
_____ # of loaned items per session is established
_____ Signed agreement by family loanees
_____ Signed photo permission/information release
- _____2. A county AT/Play service referral process is in place.
_____ how service to be identified on the IFSP
- _____3. Family referral for AT/Play service is addressed
_____ LL orientation by service coordinator
_____ AT responds to play outcomes
_____ AT/Play service provider (SP) is contacted
- _____4. Components of AT/Play initial service are in place, including:
_____ SP collecting initial information on the child's play abilities and family needs and goals via telephone interview
_____ SP solicits input from professionals currently supporting the family
_____ SP schedules a time and place convenient for the child and family in natural environment
- _____5. A plan for selection of potential AT items by service providers exists and includes:
_____ SP uses *AT Borrowed Form* to select a variety of items

- _____ judged to meet the family play goals identified by initial interview
- _____ SP selected items are prepared/ LL is contacted with AT requests- items are picked up
- _____ AT items are provided to family who tries them out with their child and LL staff/SP's
- _____ strategies for their use are offered by family, LL staff or SP's
- _____ family selects "best" AT items for their child to meet stated play goals. Items are loaned and recorded on the *AT Borrowed Form*.
- _____6. A system is in place for the actual "loan" of the AT and includes:
 - _____ family signature on all forms
 - _____ SP records AT item, and tracking # on *AT Borrowed form*
 - _____ bags are available for families to carry loaned items
 - _____ folders for each family to keep include *AT Borrowed sheets, brochure/intro letters*
 - _____ the items are returned and recorded on the *General Library Loan Log/database*
- _____7. A plan exists for follow-up sessions, including follow-up phone calls for:
 - _____ information on the items usefulness is obtained by SP and is recorded on the *Follow-Up Interview form/AT Borrowed Form*
 - _____ SP asks family to generate new play outcomes on a new *AT Borrow Form*
 - _____ SP schedules a time and place for the next play session
- _____8. SP keeps child/family folders that contain pertinent information: Telephone interview forms, permission forms, AT loan sheets, IFSP's, etc.
- _____9. A plan for ongoing refinement of the AT/Play service process and procedures is in place.

COMMUNITY AWARENESS/TRAINING

- _____1. A plan exists to notify families and professionals in the community of the existence and intent of the library and AT/Play service.
- _____2. Training information includes the importance of play for all children and how the AT/Play service will address this need.

_____3. Training information includes how families can request AT/Play services.

Play & Assistive Technology Lending Library
Inventory Planning Worksheet

EMERGING PLAY SUGGESTIONS

ITEM SOURCE

WHAT'S THIS? Exploring with the Senses

rattles
overhead gym
mobiles
koosch

WHAT DOES IT DO? Exploring Function

(Use as toy indicates.)

spin top
jack in the box
winnie the pooh
Farmer See 'n Say
balls
keyboards
crab
V-Tech
Dome Alone

Functional Combination- putting 2 together

discovery box (in/out)
containers
waterplay items
musical instruments

Functional Imitation

food/kitchen items
small cars, vehicles
combs, brushes

WHAT ELSE CAN I DO WITH IT?

Organize, Sort & Build

shape sorters: same and different shapes, sizes
puzzles
bandwagon

Construction

stackers
foam blocks
magnets
duplos

WHAT CAN IT BE? Pretending

Farms Trains
Playground Housekeeping items
Communication devices

Props food/kitchen

cars, vehicles, people
dress-up clothes, hats

WHAT CAN I MAKE? Creating

Paint brushes, markers with built-up handles
Playdough, fingerpaints (edible and non)

READ ME A STORY? Reading & Listening

Fingerplay handouts
Board and cloth books
Page fluffers
Single message devices

ELECTRONIC SWITCH TOYS
(order all with 1/8" jack)

Reactive Toy Switches

koosch switch
bumpy with 3 responses
roller switch

Stationary

tape recorder
Caribbean band
disco lights

Horizontal

Plush animals
Tonka movers
Remote cars and toys

Vertical

Fireman & ladder

3-D/Circular

Penguins

Random, Bump and Go

Sesame St. cars
remote toys

SWITCHES/INTERFACES

Push switches

Big Red
Jellybeans, Buddy Buttons

Lever

Mounted wobble
Red leaf- mounted
Wobble switch

Other:

Motor movement (grasp, pinch, etc)

Activity

Sensitivity

Taction Pads

SWITCH INTERFACES

Battery Adapters

Ablenet: 4 AA, 2 C adapters

Jack adapters

1/4" to 1/8"; 1/8" to 1/4" (Radio Shack)

Latch/Timer interface

Environmental Control Unit

Remote/Wireless Interface

ITEM SOURCE

ADAPTIVE MATERIALS

Stabilizers:

Velcro (male & female with sticky backing)
Show Loop, tempo loop
carpeting
Dycem, non slip gripliner (Rubbermaid)

Attachers:

links
elastic
snap straps

Extenders:

plastic moldable strips (plasticine)
foam

Confinement:

plant bases
box tops
hula hoops
shoe boxes

POSITIONING/MOBILITY SUPPORTS

semi-reclined devices

side-lyers

Boppy- 3 sizes™

seats/chairs (booster seats, etc.)

ITEM SOURCE

floor tables

walker/ 3 sided car
bouncer/stander

Adaptive items

towels
pommel seats
wedges
noodles

COMMUNICATION DEVICES

Picture boards and symbols

Eye-gaze frames

Single Message

Big Mack, One Step Communicator (Ablenet)

Step Talk (Enabling Devices)

Dual Messages

See It, Say It-2 (Enabling Devices)

Cheap Talk-4 (Enabling Devices)

Voice Pal 4+ (Adaptivation)

Maintaining a
Play & Assistive
Technology
Lending Library

Maintaining a Play & Assistive Technology Lending Library

Set-up an inventory tracking system; (database preferred)

As the library begins to take shape, it is a good idea to develop a recording system of all inventory items as well as clear definition of the loan process itself.

Consider collecting information on each of the following:

AT Inventory Record information on each AT item stored in the library, including:

- AT item,
- AT category,
- ID #,
- vendor/manufacturer, and
- cost

See appended inventory sheets by AT category or suggested database fields.

Inventory Sheets can be used (see appended forms) to identify each AT item within an AT category. These categories include:

- Play materials/adaptations
- Positioning/ Mobility
- Switches/Interfaces/ Switch Toys
- Communication

AT Labeling System: Be sure to label each device with a number code. Successful labeling activities include:

- permanent marking pen
- computerized labeling system
- etching pen

Other Systems to be Tracked: In addition to the inventory items, a system should be in place to record the loan and use of each AT item. Consider the following:

- **Family/child demographics:** for each family who participates in the AT selection and loan service, consider developing a database which includes: name, address, phone, siblings, county, service coordinator. A corresponding

folder/form can be kept by the AT/Play service providers to house each family's interview forms, signed permission forms, AT Borrowed/Returned lists, IFSP's, etc.

- **Loan Log:** A General Library Log should be maintained that includes an ongoing record of all participating child/family names, AT borrowed, date loaned, date returned. Consider tracking this information in a database or use the appended **Log Sheet** in a 3-ring binder.
- **Billing:** If billing for services is included, define a system that records: child, visit date, service type, method, and authorization # from the EI Program

Database Fields for Let's Play! Project Related Information

If you have access to a database software program, consider using these categories as fields in related files. When using several databases, be sure to include a field that is common to another database so that data can be cross-referenced and therefore, collapsed and compared. Similar information may be collected by the AT/Play service provider within each family's folder that also includes data on specific family IFSP outcomes and AT interventions.

Indicates common field for linking

CHILD/ FAMILY	LOAN	AT ITEM	CATALOG	VISITS
Child Name	Child Name	Item #	Vendor/Catalog	Child Name
Birth Date	Visit date	AT item	Address	# of AT items
Parents	AT item	AT Category	City	Satisfaction Letter sent
Siblings	Item #	Manufacturer	State	Letter returned
Address	Out date	Vendor/Catalog	Zip code	Phased out
City	In date	Cost/Donated	Phone	
County		Date purchased	Fax	
State		Photo		
Zip code				
Phone				
Diagnosis/ disability				
Race/culture				
Service Coordinator				
Service Agency				
Age at initial				
Start date				
Phase out date				

Consider creating policies such as the following Toy Cleaning/Preparation.

Play & Assistive Technology Lending Libraries Toy Cleaning/Preparation Policy

It is essential that all play materials are thoroughly cleaned and properly maintained. The steps listed below must be performed each time a toy is returned to the library in preparation for re-lending.

1. A non-toxic cleaning agent, such as Breeze, is prepared to the specifications on the label and contained in a spray bottle.
2. Spray the Breeze solution directly on the toy and use a cloth to wipe the toy clean. Avoid spraying electronic toys directly, instead spray the rag with the Breeze solution and wipe the toy clean.
3. Rinse the toy thoroughly with water. This can be done by placing the toy directly under running water or by wetting a rag and wiping the toy down.
4. Q-CIDE, a germicidal detergent, is prepared to the directions specified on the label and contained in a spray bottle.
5. Spray the Q-CIDE detergent on the toy and wipe down thoroughly. For electronic toys spray the Q-CIDE on a rag and wipe the toy down. It is not necessary to rinse the toy following the application of Q-CIDE.

CLEANING TIPS

- As Q-CIDE can be quite powerful in its concentrated form wearing gloves when cleaning is recommended.
- Make sure all inventory indicators are legible prior to returning the AT/play material to the inventory.
- Check to make sure the toy is in working order, all pieces are accounted for, and batteries are replaced as necessary.

PURCHASING INFORMATION

Breeze Cleaner Concentrate
Mission Laboratories
Los Angeles, CA 90031
Available locally

Q-CIDE Germicidal Detergent
Huntington Laboratories
10545 Guilford Rd.
Jessup, MD 20794
(410) 880-0170

Using a
Play & Assistive
Technology
Lending Library

Using a Play & Assistive Technology Lending Library

Develop Loan Process and

Discuss with Early Intervention personnel and providers how families will be notified of the existence of the library, and how they will be referred. This should reflect the current service delivery system. Offering AT selection and loaning services may help to achieve certain family stated outcomes on the IFSP. To establish the referral system, it will be necessary to collaborate with county EI Program. Frequently, the Service Coordinator is trained as to when to suggest the new services to families. An approved Early Intervention service provider provides the AT/Play service to interested families. These individuals will have participated in specialized training to acquire a comprehensive understanding of the use of AT to support the play outcomes of families with disabilities. AT inventory from the Play & AT Lending Library is available to these providers.

REFERRAL PROCESS

The following information describes the process by which a family is notified of the existence of such services and how to access them.

Initial Indicators and Referral: Any member of the IFSP can recommend the family receive the AT services described. When a family member indicates a need for supports to encourage play outcomes with their child, anyone can suggest the services. The service coordinator then describes the service (see appended AT service description). The family selects a service provider and the AT service is added to the IFSP. The service coordinator contacts the AT service provider with necessary paperwork and family contact information.

Initial Contact: Upon receipt of referral, the AT service provider initiates contact with the family:

- Family is contacted for an *Family Background Interview* (30-45 minutes) to discuss
 - identification of family play outcomes
 - child/family preferences, abilities, attitudes on play and AT and past AT experiences
 - current positioning/mobility options

- communication needs
- date, time and place are scheduled; other IFSP members to be invited
- **Potential AT Solutions** are recorded on the *AT Borrowed Form* by the AT service provider. AT solutions are identified per each play outcome. Solutions can include positioning supports, communication aids and play materials and adaptive strategies.

Initial AT Service/AT Evaluation takes place

- *Photo/Video Permission* is signed
- *Borrower's Contract* to return items in the condition received, etc. is signed
- Family play outcomes are addressed one by one with parent trying out the potential AT items recorded on the AT Borrowed Form
 - initial visit is often organized by positioning: horizontal, semi-reclined, side-lying, seated. Play outcomes are addressed within each appropriate position.
- Strategies for using each AT solution are discussed and tried out by the family; the AT service provider discusses their use within the family's natural routines and offers suggestions
- After several solutions are tried, the "best" AT items are selected by the family to borrow for 4-6 weeks
- *AT Borrowed Form* (triplicate form) is completed by the AT service provider. All borrowed items are recorded and dated with their corresponding inventory numbers under the play outcome that they address. The location of the play session, the service provider and the family play outcomes are also included on this form.
- Under the "Code" column a code is established for: kept (K), tried but did not select (N) and did not bring out (DNBO). This is recorded by the service provider *after* the AT/play session

A white copy of this form is placed in the child/family's folder filed with the service provider; the pink copy is given to the family as a record of items borrowed. The Canary copy is used by to track the items loaned through the Play & AT Lending Library. (The Library then forwards the canary copy to the Let's Play! Project.)

- **Pocket folder:** A folder is left with the family to store all pertinent information about the library and the results of the play sessions. Included in the folder are:
 - *AT Borrowed Form* (pink copy): all AT Items borrowed for the current play session are recorded and dated
 - contact information of service provider
 - letters of library introduction for members of IFSP team
- A **Library Bag** is left with the borrowed items

The AT Service provider maintains a separate folder for each child/family. All forms related to AT service are kept here: IFSP's, interviews, permission forms, etc. An AT Borrowed Log Sheet is stapled to the folder to record the date and AT items borrowed. This becomes an ongoing record of items borrowed and returned.

Inventory and AT Maintenance

Those AT items indicated on *AT Borrowed Forms* as borrowed or returned are recorded within the Library's Central Log/database. Used and returned items are cleaned, sanitized and returned to the inventory.

Follow-Up AT/Play Services

Within 4-6 weeks of the initial play session, the family is contacted again to determine how well the selected AT items worked toward meeting their play goals, to inquire about general progress and to identify new or expanded play outcomes.

Follow-up Contact: A follow-up telephone interview is used to gather this information.

- Family is contacted using the current *AT Borrowed form* (20-30 minutes) to discuss and record the following:
 - how well each loaned item addressed the specific play goals (1-5 scale)
 - whether the family wants to keep the particular item for a second period and why (child is just becoming interested in it; they can use the item to address new outcomes, etc.)
 - the identification of new play outcomes (see appended form: **Follow-up of AT Borrowed Form**)

- scheduling of time, date and place for the next play session
- A new ***AT Borrowed Form*** is again completed by the AT service provider reflecting the new family play outcomes. Potential AT solutions are identified per new play goal. The service cycle begins again.

Follow-Up AT/Play Service takes place

- Play outcomes are addressed one by one with parent trying out AT items listed on the AT Borrowed Form
- Strategies for using each AT solution are discussed by all and tried out by the family; uses within the family's natural routines are explored
- "Best" AT items are selected by family members to borrow
- The new ***AT Borrowed Form*** (triplicate) is completed and the Code column completed.

A white copy of this form is placed in the AT service provider's child/family's folder; the pink copy is given to the family as a record of items borrowed. The Canary copy is used by to track the items loaned through the Play & AT Lending Library. (The Library then forwards the canary copy to the Let's Play! Project)

- **Family Folder**
 - ***AT Borrowed Form (pink copy)***: all AT Items borrowed for the current play session are recorded and dated
- A **Library Bag** is left with the borrowed items

The AT Service provider maintains a separate folder for each child/family. The completed AT Borrowed Form from the first session is completed and added to the folder. The returned items and newly borrowed ones are recorded on the n AT Borrowed Log Sheet. This becomes an ongoing record of items borrowed and returned.

Inventory and AT Maintenance

All AT Items borrowed are recorded and dated with their corresponding inventory numbers under each child/family name. This becomes an ongoing record of items borrowed and returned

- Used and returned items are cleaned, sanitized and returned to the inventory. Those indicated on Library forms as borrowed or returned are recorded within the Central Log/database.

This process is repeated every 4-6 weeks as long as the family indicates a need for the service or until the child ages out of the Early Intervention Program.

Assessment

Ongoing assessments work to strengthen community relations and quality of services. Several methods can be used to determine how well the AT/play services are meeting the needs of the families in Early Intervention Programs. Although we look for suggestions to make services better, we also look to highlight the aspects that are working well. The Let's Play Project has developed several methods of evaluation that can be modified to meet the outcomes of different communities. Satisfaction Surveys are sent to families after every third play session. Information is analyzed and is used to refine project procedures and policies.

